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AUTHOR	Gray, Richard G.
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ABSTRACT

This document reports on a project designed to (1) help state departments of education improve their public information programs, and (2) build greater understanding of education by keeping the public informed of new developments in education. The project directed major attention to the following areas: (1) a national survey of state agency public relations, (2) a public information handbook and file, (3) stimulation of student involvement in the process of public education, (4) communication with the culturally disadvantaged, (5) professional training for experts on public communication about education, (6) educational philosophy for the future, (7) use of electronic media, (8) communication inservice training, (9) consulting services for communication techniques, (10) exchange of materials about educational public information, (11) demonstration publications, and (12) legislator-educator-citizen conferences. (Photographs may reproduce poorly.) (Author/LLR)

ED 048641

PROJECT PUBLIC INFORMATION FINALE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Concluding Report on a Two-Year Project Designed to Strengthen Information Programs in State Departments of Education

EA 003 351

Published by Wisconsin State Department of Public Instruction

The Project At a Glance:

Allocation:

$1,700,000 for three years under Title V of the 1965 Elementary and Secondary Education Act.

Actual Funding:

$1,156,361 by the U.S. Office of Education over two and a half years of active operation.

Purpose:

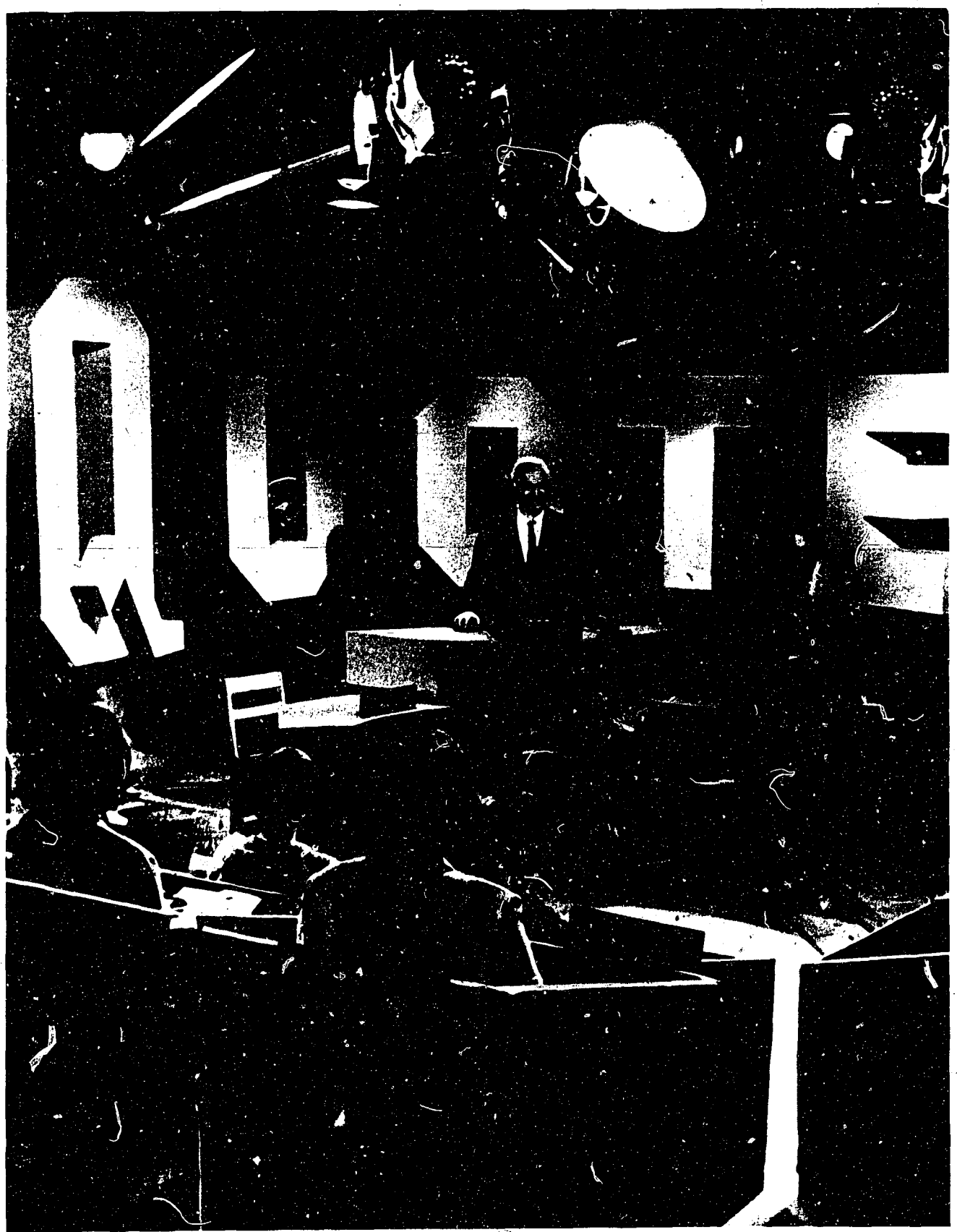
To strengthen public information programs and services in state departments of education.

Results:

Some successes; some failures.

Structure:

Board of directors comprised of chief state school officers of Wisconsin—the administering state—and co-participating states of Colorado, Florida, Hawaii, New York, Washington, and West Virginia.



Education expert meets the press in PPI-sponsored pilot program designed to build communications with young people.

Board of Directors

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Florida	Floyd T. Christian	Howard J. Friedman
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Project Staff

Richard G. Gray, National Director
Dean W. O'Brien, Associate Director
Albert E. Holliday, Associate Director
Bradshaw Mintener, Jr., Assistant Director
Lorena M. Akioka, Publications Assistant
David W. Sifton, Staff Writer
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E. J. Hirzel, Communicar Technician and Cameraman

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ED048641

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By Richard G. Gray

Wisconsin State Department
Of Public Instruction
November, 1970

ERIC

The author is especially indebted to Carroll G. Lance for research assistance and to Archie A. Buchmiller for advice and consultation in writing this report.

Project Public Information
126 Langdon Street
Madison, Wisconsin 53703

Contents

Part I: The Need 1

Part II: The PPI Program 5

Part III: The Results 12

Part IV: The Future 31

Intense dialogue about education progresses in the manner encouraged by PPI to bring educators and citizens together to discuss problems facing the nation's schools.

Part I: The Need

An Examination of How the Tremendous Growth in Size and Importance of Education Calls for Increased Public Instruction

A frightened mouse sat trembling inside his hole, having been roundly chased by a hungry cat. After some minutes the reassuring sound of a dog's barking convinced the mouse that surely the imminent danger had passed, since no sensible cat would remain in the presence of such a fierce-sounding canine. Upon emerging from his sanctuary, the mouse was pounced on and eaten with relish by the cat. A kitten who had observed the whole procedure—including the cat's convincing imitation of a dog's bark—questioned his elder about the finer points of mouse hunting. "Well, son," the cat explained: "It always pays to know a foreign language."

In 1965 PR was a Foreign Language

At the creation of Project Public Information in 1965, public information work seemed like a foreign language in most state departments of education. Unlike the fictitious cat, however, most departments did not recognize the value of mastering the new language of modern public relations. A historical study of state agencies from 1900–1968 showed that public information practices, with a few exceptions, were lagging seriously behind PR programs in industry, the federal government, colleges, and even local school districts.[1]

[1] *See Richard G. Gray, "Public Relations in State Departments of Education,"* Education in the States: Nationwide Development since 1900, *Washington, D.C., National Education Association, 1969, pp. 729-763.*

Monumental Growth of Education

Education in general was not lagging, however. In a dozen different ways the American educational system was taking on increasing importance and reaching monumental proportions. By the late 1960's nearly one-third of the American population was directly engaged in the educational world with 57,600,000 students, 2,677,000 teachers, and 210,270 administrators. Education costs had risen to 58.2 billion.[2] As early as 1962, Clark Kerr noted that the production, distribution, and consumption of knowledge in the United States accounted for 29 percent of the Gross National Product.

Education More Significant to Individual

Paralleling the physical and financial growth of education was its increasing importance to the individual. As the 20th Century wore on, entrance to the governing-managerial ranks in the United States depended less on wealth, birth, and status and more on academic background and credentials. The emerging technostructure was characterized by education rather than by property. The days of the self-made man were over. The individual was more dependent upon education for a number of life-and-death factors including: his earning power, his social status, and his draft deferment.

Increasing Social Significance of Education

Just as education assumed greater importance to the individual, it came to play a more crucial role in the socio-political order. Educators and scientists gradually replaced bankers and financiers at the apex of American society. World

[2] *Figure supplied by the U.S. Office of Education.*

power and political strength became dependent upon scientific advancement and technological sophistication—both of which grew out of the educational base of the nation. Education became more and more of a determinant of how well nations would survive in a fiercely-competitive world. And society turned repeatedly to educators for assistance in meeting problems. Was patriotism waning? The Answer: Teach more civics. Was the United States losing the space race? The Answer: Teach more science and mathematics. Was racial tension growing worse? The Answer: Bus school children. Was the population rate exploding? The Answer: Teach sex education. In a number and variety of ways, then, education assumed greater significance in the scheme of 20th Century life.

As the one-room school gave way to the consolidated school, state departments of education in general seemed more a part of the 19th Century than the 20th in their philosophy and practices. While the nation became 90 per cent urban, they remained predominantly rural in outlook and action.

In no area was this more apparent than in the public information field. Most state agencies remained at the little red school house stage. A nation-wide survey conducted at the onset of PPI showed that the state of the art was, at best, elementary.[3] A half dozen state agencies, at most, were doing a fairly good job, but they were oddities in the field.

The survey revealed: "Programs are short of staff, short of funds, and short of facilities. Many of the state school chiefs and their information officers think only in terms of traditional print media, neglecting the vast potential of electronic media. Many of them put a distinct priority on disseminating as opposed to eliciting a flow of incoming communication."[4] Some states had nothing that could be in any way termed a modern public information program.

Project Public Information was conceived and funded to help correct this situation. It was one of a number of projects organized under funds set aside by Congress for the U. S. Commissioner of Education to meet special needs in the state departments of education. Several education experts—including James B. Conant—had warned that unless the state agencies underwent dramatic changes, they would wither away as useless bureaucratic nonentities. As one response, the U.S. Office allocated $1,700,000 for PPI to help strengthen the state departments of education in their public information programs and services. At last, some real assistance was to be provided for learning the language of modern public relations in the state agencies.

[3] *See* The State of the Art, *Madison, Wisconsin: Project Public Information, 1968.*

[4] Ibid, *p. 51.*

ERIC Full Text Provided by ERIC

Artist Jerry Shaw conveys information about Head Start through a chalk talk in one of PPI's perimental efforts to communicate h minority groups.

Part II: The Program

A Resumé of the Varied Services and Innovations Launched To Help Strengthen State Agencies in their Information Programs

The Concept

Recently a local superintendent of schools in Michigan became involved in a dispute with his board of education. Supporters on both sides mustered at a board meeting called to settle the problem. After an hour of talk, the leader of the group supporting the superintendent announced he saw no hope of agreement and recommended drastic action: "We think the superintendent should just fire the board members and get on with his work."

Such confusion over who hires and fires whom illustrates the public's lack of information about education. Project Public Information was designed to help overcome this problem by helping state departments of education improve their public information programs. PPI also tried to build greater understanding of education by keeping the public informed of new developments in education. The Project was administered jointly by the U.S. Office of Education, the state of Wisconsin, and a seven-member board of directors representing the co-participating states. It was funded by the U.S. Office of Education under Title V of the Elementary and Secondary Education Act of 1965. Basic policy and structure of PPI required a new type of cooperation among the states and, at times, changes in traditional state practices. For example, board policy stated that PPI activities must be "directed to problems which are of national or multi-state concern" and must be "involved in multi-state cooperation and participation."

To carry out its program, PPI maintained a national office in Madison, Wisconsin, and area offices in New York, West Virginia, Florida, Wisconsin, Colorado, and Washington. Each PPI area coordinator regularly visited the state departments of education in his area and consulted freely on public information problems. All PPI staff members met regularly to keep fully informed of developments throughout the country in educational public information.

Project Public Information recognized that keeping the public informed about education was a task far beyond the capabilities of its small organization. For this reason the Project worked with many agencies interested in education. PPI attempted to develop better methods of reaching the public, and it hoped that individual state departments of education would adapt the new techniques to meet their particular needs. It was in the acceptance and utilization of new ideas in educational information by state departments of education that Project Public Information looked for its success.

Project Activities

In attempting to develop new and improved methods of reaching education's many publics, PPI attacked a number of problem areas which had long plagued the field of educational communication. In each of these areas, PPI identified the nature and dimensions of the problems and attempted to organize efforts to solve or alleviate them. In brief, the Project directed major attention to the following areas:

National Survey of State Agency PR

PPI conducted a comprehensive survey of state agency information programs—the first national assessment of this type ever done. Personal interviews were conducted by staff members in a majority of the states about public information policies and practices of state education agencies. The results were published, and in the main showed a discouraging picture:

1. Some chief state school officers and many of their communication directors had a low opinion of their own public information service.
2. Most of them blamed shortages in personnel, funds, or facilities.
3. Most states neglected the electronic media, overlooked feedback, and ignored the variety of subpublics within the general public.
4. The survey showed that the state of the art was improving.
5. But the gist of the report was that few state agencies were prepared in 1966-67 to lead the public dialogue on education.

Public Information Handbook and File:

Using the national survey as a benchmark, PPI convened experts and experienced state agency personnel to design model information programs for three different sized state department programs: small, medium, and large. The model design was contained in a five-part handbook covering: (1) policy, (2) print media, (3) electronic media, (4) internal communication, and (5) external communication. The handbook—which was distributed to all state agencies—was accompanied by an extensive file that contained sample budgets, policy statements, organization charts, award-winning publications, successful television and radio tapes, and booklets on various phases of public relations techniques.

Stimulating Student Involvement:

In 1966 few schools had succeeded in teaching their graduates about a basic fundamental aspect of democracy—the purpose and functions of education. Even fewer schools had stimulated students to inquire about the operation of public education and to become responsibly involved in it. PPI conducted innovative high school pilot programs in Delaware, Florida, Oregon, and Wisconsin aimed at developing student involvement in the process of public education. While each pilot had a different approach, all of them were designed:

1. To stimulate student understanding of the part education plays in the life of individuals, schools, and society.
2. To involve students as active participants in learning about the operation of their schools.
3. To develop an educational atmosphere for mutual respect between student and educator.
4. To provide a positive outlet for student activism.

PPI prepared and sent a brochure about the pilot programs to all school systems in the country and produced a teachers' guide on student involvement that proved to be highly popular among school teachers, administrators, and laymen.

Communication With Culturally Disadvantaged:

In disadvantaged neighborhoods and communities with large multi-ethnic populations, the ties between school and community are often tenuous and underdeveloped. Seldom have schools serving such neighborhoods developed appropriate programs to assist citizens in becoming more active partners in the school enterprise. PPI experimented in solving this problem by conveying messages through drama, art, music, and puppet shows. The Project employed, in Hawaii and ghetto mainland areas, a simple but seldom used technique—cartoon chalk-

talks set to music—as a means of communicating with parents. Humorous but informative presentations were made before live audiences and on educational television.

Project associates experimented with using a comic book format for school-home communication and redesigned newsletters, posters, and special notices to gauge what format is most likely to succeed. Major stress was given to in-service training of school staffs to increase skills in human relations and understanding of various community cultures as they relate to communications.

Higher Education Professional Training:

PPI sponsored a survey of the nation's campuses to learn what interdisciplinary training is offered in the field of educational public information. Lindley J. Stiles, formerly education dean at the Universities of Wisconsin and Virginia and now professor of education at Northwestern University, conducted the study for PPI. His extensive 1967 survey showed that institutions of higher learning were doing little to train professionals in any field to take responsibility for public communication about education.

Stiles recommended that a national conference be convened to explore ways of correcting the current state of neglect. PPI and Stanford University co-sponsored such a conference in December of 1967. At that time, college leaders, education reporters, school administrators, and other specialists in the field initiated the design of model programs in education and journalism schools to improve "public understanding of education" as a field of graduate study. The results of the conference were given national distribution through a demonstration report.

Philosophy Colloquium Focusing on the Future

In April of 1968 PPI and the Center for the Study of Democratic Institutions co-sponsored a conference in Santa Barbara, California, featuring a series of papers by national authorities on (1) the social, intellectual, and political changes taking place in the United States, (2) the responses education should make to these changes, and (3) the part communications can play in bringing about change. Speakers at the conference included:

Robert M. Hutchins, director of the Center, educator, and social critic, formerly chancellor of the University of Chicago...Introductory Essay

Walter Adams, professor of economics, Michigan State University, and former consultant to President Kennedy . . . . . Essay on Economics

Lorie Tarshis, executive head, Department of Economics, Stanford University . . . . . Respondent

Henry C. Wallich, professor of economics, Yale University, and columnist for Newsweek . . . . Respondent

Thomas F. O'Dea, director of the Center for Religion, University of California at Santa Barbara . . . . . Essay on Religion and the Humanities

Harvey G. Cox, associate professor of church and society, Harvard Divinity School . . . . . Respondent

David A. Hubbard, president and professor of Old Testament, Fuller Theological Seminary, Pasadena, California . . . . . .Respondent

C. West Churchman, professor of business administration, the University of California at Berkeley . . . Essay on Science and Technology

Richard Farson, director of the Western Behavorial Sciences Institute, La Jolla, California . . . Respondent

John Robinson, professor of zoology, University of Wisconsin, and

noted anthropologist . . Respondent

Norman Cousins, editor and president of Saturday Review and leading social critic . . . . Essay on Leisure and the Arts

Bernard Rosenberg, author and professor of sociology, City College of New York . . . . . Respondent

Stephen Spender, noted English poet and critic, and visiting professor of English, Northwestern University . . . . . Respondent

David Fellman, professor of political science, University of Wisconsin, and a specialist in constitutional law . . . . Essay on Politics

Irving Dilliard, Ferris professor of journalism and public relations, senior fellow of the Council of the Humanities, Princeton University . . . . . Respondent

Robert W. Kastenmeier, Congressman from Wisconsin and a strong supporter of federal aid to education . . . . . Respondent

J. Edward Gerald, professor of journalism, University of Minnesota . . . . . Respondent-at-Large

Harry L. Selden, chief of information dissemination, Division of State Agency Cooperation, U.S. Office of Education . . . Respondent-at-Large

Use of Electronic Media:

Practitioners of school public relations have relied far too much for too long on the printed word—general circulation newspapers, printed newsletters, reports, news releases, etc. PPI attempted to convince states to use or make better use of radio, television, and film.

The Project completed, in conjunction with a commercial radio production company in Chicago, a series of 16 educational radio programs of varying lengths and formats for use by state public information specialists. The programs were designed to tell about education in the most interesting manner possible.

PPI experimented, in the Pacific Northwest operation, with a mobile news van to cover education news in visual form for television and group audio-visual presentation use. The Project also sponsored the production of a documentary-type film about the Colorado Department of Education for television or group use. PPI associates found commercial outlets —radio and television stations--quite anxious to use professionally produced and interesting materials.

Communication In-Service Training:

Since only a handful of institutions train educational communication specialists, most state education department public information directors have assumed responsibility without significant communication preparation. PPI attempted to fill this need by sponsoring publications workshops, media relations seminars, electronic workshops, and resource meetings for state public information specialists.

Consulting Services:

A primary concern of PPI was to help state departments to increase capabilities for using new as well as traditional techniques of communication. PPI provided state departments with consulting services by national and area staff members as well as national authorities in various fields. A communications handbook was published to provide guidance in the areas of communication organization, policy, personnel, program, media relations, publications, and audio-visual media.

Exchange of Materials:

PPI served as a clearinghouse for the exchange of materials and ideas about educational public information. The Project not only made frequent mailings, but sponsored regional conferences and published a monthly report to keep state public information officers abreast of each other's activities.

Demonstration Publications:

PPI published a wide variety of conference reports, brochures, and booklets. In each case stress was given to making the publication demonstrative of quality production as well as a purveyor of content matter. PPI publications during the life of the project were:

1. **Spectrum I:**
   A demonstration newspaper reporting on a national conference, Designing Education for the Future.

2. **Spectrum II:**
   A demonstration magazine reporting on the 1966 Northwest Regional Conference of the National Science Teachers Association.

3. **Spectrum III:**
   A demonstration brochure reporting on a national project on student involvement in learning about education.

4. **Telesis:**
   A mimeographed report on a demonstration project to communicate with students at Lake Oswego, Oregon.

5. **Quote:**
   A report on a demonstration project in Dade County, Florida, to utilize school publications for reporting education news.

6. **Project Public Information:**
   A demonstration brochure describing the work of the Project.

7. **Education Is Making Headlines:**
   A guide to news media relations.

8. **One Word Is Worth 10,000 Pictures:**
   A monograph by former Life Magazine Executive Editor Wilson Hicks on combining words and pictures for meaningful communication about education.

9. **The Present State of Neglect:**
   A report of a national survey by Northwestern University Professor Lindley J. Stiles on college-level training in the education communication field.

10. **Public Understanding of Education as a Field of Study:**
    A demonstration report on a conference convened to stimulate college training of education information specialists.

11. **Now I Know Why:**
    An educator's guide for student involvement in learning about education.

12. **The State of the Art:**
    A survey report on public information programs in state departments of education.

13. **Educators Meet the Press:**
    A report on the communication gap at the state capitol with some suggestions as to what to do about it.

14. **Public Information Handbook:**
    Five booklets providing guidelines for better communication by state departments of education with accompanying file of demonstration materials.

15. **Whatever Happened to Radio:**
    A booklet with an accompanying series of 16 tapes describing how radio can be used for educational communication.

16. **Education and Communication in a Dynamic Society:**
    A demonstration conference program for a colloquium held at the Center for the Study of Democratic Institutions.

17. **Channels of Communication in School-Home Relations, Journalism Monograph:**
    A PPI-sponsored review of research literature in the field of school public relations published in cooperation with the Association for Education in Journalism.

18. **Hawaii School-Home Communications Project:**
A report of PPI-sponsored efforts to communicate with minority groups.

19. **PPI Monthly Report:**
A demonstration newsletter published monthly to convey information about state education department public relations.

20. **Publications Workshop Programs:**
Demonstration agendas for PPI-sponsored workshops to improve state education department published materials.

21. **Communications and Puerto Rican Education:**
A demonstration program for a study seminar held in San Juan, Puerto Rico, to explore ways of improving the territory's communication programs.

22. **Project Public Information Finale:**
A final report of the work of the Project.

Legislator-Educator-Citizen Conferences:
A series of conferences were held in various parts of West Virginia to create better understanding and appreciation of educational problems and issues. The conferences were to demonstrate the value of establishing clear avenues of communication among legislators, educators, and citizens in order to bring about greater understanding of educational progress.


2
19

Student chats with Florida State Superintendent Floyd Christian about problems facing state education.

Part III: The Results

An Evaluation of the Successes and Failures of PPI Programs

From 1965 through 1968 state departments of education in the United States became increasingly aware of the need to communicate more effectively. In response to a nation-wide demand for detailed and current information about our rapidly-changing school system, these state agencies began equipping themselves with professionally-qualified information specialists and critically-needed communications resources. Project Public Information was funded in November, 1965, when this communications revolution was in its infancy, and its active program terminated in 1968 after the state agencies had experienced the fastest growth of informational services in their history. Hence the Project staff was able to encourage and observe this unprecedented effort to inform the public about its education system.

As could be expected with any national movement, the progress has not been uniform in all 50 states and the five territories. Some departments of education drastically revised and significantly improved their existing information programs. Others that previously operated without professional direction in the sensitive area of communications established information offices and began laying the groundwork for comprehensive and continuing information programs. Unfortunately, a third group remained insensitive to the growing inquiries of confused parents, probing newsmen, and concerned legislators.

By maintaining almost daily contact with these education agencies, the Project staff was in a position to gauge the increase in information personnel, observe the improvement of department publications, and follow the progress or witness the failure of communications practices initiated in the 1965-68 period.

This report identifies these changes and attempts to measure the collective growth of the communications activities and resources within these state departments of education. The changes in personnel, publications, and information practices are relatively easy to assess. Changes in attitude and philosophy that fostered these communications improvements are equally important but far more difficult to measure.

There is considerable evidence that the nation's chief state school officers became more communications-conscious during the 1965-1968 period. But tangible improvements such as new information offices, larger staffs, more and better publications, and increased budgets do not adequately reveal the new appreciation that many state superintendents and commissioners exhibited for communications.

To appreciate fully the changed attitude and new philosophy, it is necessary to examine the conditions that existed in 1965. At that time there were only 25 departments with information offices; 14 of them were one-man operations. In six of these 25 states the individual identified as the information director had no previous professional training or experience in the field of communications.

New Vigor Among the Chiefs

The low priority assigned information programs prior to November, 1965, was generally attributed to three conditions: (1) the failure of many chief state school officers to recognize the need for improved communications, (2) the limited funds available to some superintendents who wanted to expand their existing information programs, and (3) the reluctance of others to employ communications specialists for fear of being accused of hiring press agents. These handicaps to improved communications were overcome by three events that promise to have a lasting effect on the state-level educational community: (1) the sudden and continuing public demand for current and reliable information about its school system, (2) passage of the Elementary and Secondary Education Act of 1965, and (3) an increased awareness by the chief state school officers for the value of a professionally-directed information program.

The avalanche of public inquiry that began mounting in the mid-sixties convinced many chief state school officers of the immediate need for a continuing information program. Title V of the 1965 Elementary and Secondary Education Act eliminated the second handicap by providing federal funds. The chief state administrators along with professional communicators, however, probably will have the most long-range effect on improved communications.

Anxious to build responsive as well as responsible administrations, a growing number of state superintendents were sensitive to the endless questions posed by parents, legislators, and newsmen. In many instances, they immediately established information offices with experienced communicators; in some cases, they replaced untrained personnel with professionally-qualified information directors. It was in this group of chief state school officers that Project Public Information found its most receptive audience.

Chief state school officers are far more communications-conscious today. They recognize the need for more effective internal communications, more vigorous staff leadership, and an improved professional relationship with local school officials. In essence, the chief state school officer has become more receptive to change and more conscious of the need for two-way communications between him and his staff, and between his department and the public.

Survey Measures Growth During PPI Life Span

The remainder of this section is devoted to a review of the information programs in the 50 states and five territories during the life span of PPI. To insure a more realistic analysis of the progress made between 1965 and 1968, the states have been divided into two categories—those that created information offices prior to 1965, and those that initiated information programs after that date. The dichotomy has been made because it would be unfair to expect those states that created information offices after 1965 to conduct information programs as comprehensive as those that had many more years' experience. By considering the groups separately, Project Public Information also was able to determine which group was more receptive to the services and counsel provided by this federal program.

States that operated without an information office or full-time information director as of 1968 are identified on the table below. Several of these states had staff members who performed public information functions on a part-time basis or as a secondary responsibility, but it would have been misleading to have included them in either of the two categories mentioned earlier. While some of these individuals may supervise the publication of a department newsletter or magazine, they cannot accurately be identified as legitimate information directors.

Utah and Montana both indicated they have part-time information directors. Mississippi had an individual identified as

the department's information director, but he had no training or experience in communications and devoted all of his time to working with local school districts which were not in compliance with the federal desegregation guidelines. California did not officially operate an information office, but the special assistant to the state superintendent was a former newsman who served as a press agent. In addition, California operated a Bureau of Publications staffed by 11 writers and editors. New Mexico planned to abolish the position of information and publications director effective June 30, 1968, and this position was filled by a former newsman. However, the state superintendent added the governor's former press secretary to his staff and gave him the title of special assistant.

Oklahoma had an individual assigned the title of information director, but when completing a questionnaire about his activities he said: "My title is Director of Information Services but my duties are the same as when I was Director of Research and Censuses. You should list me as a part-time employee in public information services." Testimony like that offered by Oklahoma's information director plus the PPI staff's firsthand knowledge of the duties performed by other so-called information directors account for several states being placed in this third category.

The status of information offices in the 50 states and five territories as of June 30, 1968, is indicated on the following table:

Status of Information Offices

Created Prior to November, 1965	Created After November, 1965	Operating Without Information Office
1. Arkansas	1. Alabama	1. American Samoa
2. Colorado	2. Alaska	2. Arizona
3. Connecticut	3. Delaware	3. California
4. Florida	4. Idaho	4. Canal Zone
5. Georgia	5. Kansas	5. Indiana
6. Guam	6. Maryland	6. Mississippi
7. Hawaii	7. Minnesota	7. Montana
8. Illinois	8. Missouri	8. Nebraska
9. Iowa	9. North Carolina	9. Nevada
10. Kentucky	10. South Dakota	10. New Hampshire
11. Louisiana	11. Texas	11. New Mexico
12. Maine	12. Virgin Islands	12. North Dakota
13. Massachusetts	13. Wisconsin	13. Oklahoma
14. Michigan	14. Wyoming	14. Rhode Island
15. New Jersey		15. Utah
16. New York		16. Vermont
17. Ohio		
18. Oregon		
19. Pennsylvania		
20. Puerto Rico		
21. South Carolina		
22. Tennessee		
23. Virginia		
24. Washington		
25. West Virginia		

Summation About States That Created Information Offices Prior to November, 1965

Size of Information Office Staff

As indicated earlier, 25 states operated information offices prior to November, 1965. The size of the information office staffs in these 25 states more than doubled between November, 1965, and June, 1968. At the start of this period there were 37 information directors, publications directors, staff writers, photographers, and staff artists employed by these 25 states. By June, 1968, this number had increased to 74.

Professional Training and Experience of Information Director

Six of the 25 states employed information directors with no professional experience or training when they established their information offices. During the ensuing period when Project Public Information was actively encouraging the upgrading of public information programs, three of these states replaced their inexperienced information directors with professionally qualified communicators.

Salary or Salary Range of Information Directors

Prior to 1965, only nine of the 25 states were paying their information directors a starting salary in excess of $10,000. By 1968, 18 states provided a salary of $10,000 or more. The lowest salary prior to 1965 was $6,000 (Ohio), while the lowest salary in 1968 was offered by Maine, which established a salary range of $7,228–9,698 for its information director.

Information Director's Position in Organizational Structure

Collectively, there was little change in the information directors' position in the organizational structure of their respective departments. In 1965, only 13 information directors reported directly to the state superintendent or commissioner; at the end of the period 14 reported to their chief state school officer.

Information Director's Involvement in Policy Decisions

There was only a slight change in the number of information directors included in the policy-making bodies of their departments. In 1965, some 13 were involved in policy decisions, while 16 indicated they had a voice in determining policy. As of 1968, Ohio, Hawaii, Michigan, and Tennessee elevated their information directors to the policy-making body, while Georgia removed its information director from any direct involvement in department-wide policy decisions.

Adoption of Written Policy on Public Information

The number of states that adopted written policies on public information doubled during this period. Louisiana, Colorado, Hawaii, and Oregon were the only states that had written policies prior to 1965. Florida, Ohio, Georgia, and Washington adopted such policies by 1968.

Publication of External Magazine or Newsletter

A majority or 18 states were publishing department magazines or external newsletters prior to 1965. Five additional states (Ohio, Connecticut, Georgia, West Virginia, and Tennessee) began publishing during the period. Of this group, only Louisiana and Guam remained without an official department publication.

Publication of Internal Newsletter

Only five states published internal newsletters prior to 1965. By the end of this period, 14 states performed this service. The remaining 11 states in this group still had not initiated an internal newsletter as of June 30, 1968.

Size of Information Office Staff

(States that created information offices prior to November, 1965)

The following table reflects the changes in the staffs of those states that created information offices prior to 1965.

STATE	1965 STAFF	1968 STAFF
Arkansas	Information Director	Information Director
Colorado	Information Director Assistant Information Director	Information Director Assistant Information Director
Connecticut	Information Director	Information Director Assistant Information Director Staff Writer
Florida	Information Director Staff Artist	Information Director News Media Coordinator Publications Coordinator Staff Writer (2) Staff Artist
Georgia	Information Director	Information Director Assistant Information Director Staff Writer (2) Staff Artist Publications Director
Guam	Information Director	Information Director
Hawaii	Information Director	Information Director Staff Writer
Illinois	Information Director Publications Director	Information Director Publications Director Staff Photographer
Iowa	Information Director Assistant Information Director	Information Director Assistant Information Director Staff Writer (2) Staff Artist
Kentucky	Information Director Staff Photographer	Information Director Staff Photographer Staff Writer Staff Artist Television Specialist
Louisiana	Information Director	Information Director
Maine	Information Director	Information Director
Massachusetts	Information Director	Information Director Staff Writer (2)
Michigan	Staff Writer	Information Director Staff Writer Publications Director
New Jersey	Information Director	Information Director Assistant Information Director
New York	Information Director	Information Director Assistant Information Director Staff Writer
Ohio	Staff Writer	Information Director Assistant Information Director
Oregon	Information Director Assistant Information Director Publications Director Staff Artist	Publications Director Staff Writer (2)

Salary Or Salary Range of Information Directors

(States that created information offices prior to November, 1965)

STATE	1965 Salary or Salary Range	1968 Salary or Salary Range
Arkansas	$ 9,000	$10,000
Colorado	12,000	14,568
Connecticut	12,080	14,160
Florida	11,000	14,970
Georgia	8,136 – 11,436	13,248
Guam	7,176 – 8,892	8,100 – 12,272
Hawaii	9,000 – 10,000	Not Indicated
Illinois	12,000	15,000
Iowa	13,240	15,000
Kentucky	8,469	10,872
Louisiana	9,400	10,000
Maine	6,240 – 8,372	7,228 – 9,698
Massachusetts	9,923	9,454 – 12,675
Michigan	Not Indicated	15,000
New Jersey	10,000	13,900 – 18,000
New York	18,000	22,500
Ohio	6,000	12,000
Oregon	9,300	7,860
Pennsylvania	6,900 – 8,700	8,500 – 11,000
Puerto Rico	Not Indicated	Not Indicated
South Carolina	11,500	12,500
Tennessee	7,500	10,000
Virginia	10,500	12,500
Washington	9,000	12,000
West Virginia	Not Indicated	10,080

(States that created information offices prior to November, 1965)

STATE	Title of Immediate Supervisor in 1965	Title of Immediate Supervisor in 1968
Arkansas	Commissioner of Education	Commissioner of Education
Colorado	Commissioner of Education	Assistant Commissioner
Connecticut	Commissioner of Education	Commissioner of Education
Florida	State Superintendent	State Superintendent
Georgia	State Superintendent	Assistant State Superintendent
Guam	Not Indicated	Director of Education
Hawaii	Deputy Commissioner	Deputy Commissioner
Illinois	Assistant State Superintendent	Assistant State Superintendent
Iowa	Assistant State Superintendent	Assistant State Superintendent
Kentucky	Deputy State Superintendent	State Superintendent
Louisiana	State Superintendent	State Superintendent
Maine	Commissioner of Education	Commissioner of Education
Massachusetts	Not Indicated	Associate Commissioner
Michigan	Not Identified	State Superintendent
New Jersey	Deputy Commissioner	Deputy Commissioner
New York	Commissioner of Education	Commissioner of Education
Ohio	Assistant State Superintendent	State Superintendent
Oregon	Assistant State Superintendent	Administrative Assistant to Superintendent
Pennsylvania	State Superintendent	Deputy Superintendent
Puerto Rico	Not Indicated	Not Indicated
South Carolina	State Superintendent	State Superintendent
Tennessee	Commissioner of Education	Commissioner of Education
Virginia	State Superintendent	State Superintendent
Washington	State Superintendent	State Superintendent
West Virginia	Executive Assistant to State Superintendent	Assistant Superintendent for Administration

(Size of Information Office Staff continued)

STATE	1965 STAFF	1968 STAFF
Pennsylvania	Information Director Staff Writer Publications Director	Information Director Staff Writer Publications Director Staff Artist
Puerto Rico	Not Indicated	Not Indicated
South Carolina	Information Director Publications Director	Information Director Assistant Information Director Publications Director
Tennessee	Information Director	Information Director Assistant Information Director Staff Writer Staff Artist Staff Photographer
Virginia	Information Director	Information Director Assistant Information Director Staff Writer Staff Artist
Washington	Information Director Assistant Information Director	Information Director Assistant Information Director Staff Artist
West Virginia	Information Director Assistant Information Director	Information Director Assistant Information Director Staff Artist

Professional Training and Experience

(States that created information offices prior to November, 1965)

1. The following states and territories employed professionally qualified information directors prior to 1965:

   Colorado
   Connecticut
   Florida
   Guam
   Hawaii
   Illinois
   Iowa
   Louisiana
   Maine
   Massachusetts
   New Jersey
   New York
   Oregon
   Pennsylvania
   Puerto Rico
   Tennessee
   Virginia
   Washington
   West Virginia

2. The following states employed information directors with no professional training or experience prior to 1965:

   Arkansas
   Georgia
   Kentucky
   Michigan
   Ohio
   South Carolina

3. The following states replaced inexperienced information directors with professionally qualified personnel between 1965 and 1968:

   Georgia
   Ohio
   South Carolina

Involvement in Policy Decisions

(States that created information offices prior to November, 1965)

When asked if they were included in the policy-making body of their departments, the information directors responded as follows:

STATE	Member of Policy-Making Body in 1965	Member of Policy-Making Body in 1968
Arkansas	Yes	Yes
Colorado	No	No
Connecticut	No	No
Florida	Yes	Yes
Georgia	Yes	No
Guam	Yes	Yes
Hawaii	No	Yes
Illinois	Yes	Yes
Iowa	No	No
Kentucky	No	No
Louisiana	No	No
Maine	Yes	Yes
Massachusetts	No	No
Michigan	No	Yes
New Jersey	Yes	Yes
New York	Yes	Yes
Ohio	No	Yes
Oregon	Yes	Yes
Pennsylvania	Yes	Yes
Puerto Rico	No	No
South Carolina	Yes	Yes
Tennessee	No	Yes
Virginia	No	No
Washington	Yes	Yes
West Virginia	Yes	Yes

State Departments of Education With Written Policy on Public Information

(States that created information offices prior to November, 1965)

STATE	Adopted Written Policy Prior to November, 1965	Adopted Written Policy After November, 1965
Arkansas	No	No
Colorado	Yes	Yes
Connecticut	No	No
Florida	No	Yes
Georgia	No	Yes
Guam	No	No
Hawaii	Yes	Yes
Illinois	No	No
Iowa	No	No
Kentucky	No	No
Louisiana	Yes	Yes
Maine	No	No
Massachusetts	No	No
Michigan	No	No
New Jersey	No	No
New York	No	No
Ohio	No	Yes
Oregon	Yes	Yes
Pennsylvania	No	No
Puerto Rico	No	No
South Carolina	No	No
Tennessee	No	No
Virginia	No	No
Washington	No	Yes
West Virginia	No	No

State Departments Of Education That Publish Magazine or External Newsletter

(States that created information offices prior to November, 1965)

Published Prior to November, 1965	Began Publishing after November, 1965	Did Not Publish as of 1968
Arkansas	Connecticut	Guam
Colorado	Georgia	Louisiana
Florida	Ohio	
Hawaii	Tennessee	
Illinois	West Virginia	
Iowa		
Kentucky		
Maine		
Massachusetts		
Michigan		
New Jersey		
New York		
Oregon		
Pennsylvania		
Puerto Rico		
South Carolina		
Virginia		
Washington		

State Departments of Education That Publish Internal Newsletter

(States that created information offices prior to November, 1965)

Published Prior to November, 1965	Began Publishing after November, 1965	Did Not Publish as of 1968
Colorado	Florida	Arkansas
Hawaii	Georgia	Connecticut
Iowa	Guam	Illinois
Oregon	New Jersey	Kentucky
Pennsylvania	New York	Louisiana
	South Carolina	Maine
	Tennessee	Massachusetts
	Washington	Michigan
	West Virginia	Ohio
		Puerto Rico
		Virginia

Summary About States That Created Information Offices After November, 1965

Size of Information Office Staff

Fourteen states created information offices or employed full-time information directors after Project Public Information was funded in November, 1965. Nine of these 14 states employed more than one individual on their information staff as of June 30, 1968, while the remaining five states assigned the total responsibility for the department's information program to one person. North Carolina—with six information specialists—employed the largest information staff among this group. A total of 30 new information specialists were employed by these 14 states.

Professional Training And Experience

Twelve of these 14 states hired experienced information directors; while the remaining two states recruited information directors with no professional training. One of these states (Alaska) replaced its original information director with a qualified professional prior to June, 1968.

Salary or Salary Range of Information Directors

Seven of these 14 states provided a starting salary of $10,000 or more. Six offered less than $10,000, and one state (Alaska) did not indicate the salary or salary range of its information director.

Information Director's Position in Organizational Structure

Eight of the 14 new information directors reported directly to the chief state school officer; the remaining six reported to a deputy commissioner, assistant state superintendent, or a division head.

Information Director's Involvement in Policy Decisions

Only four of the information directors in these 14 states were included in their department's policy-making body. Two other information directors indicated they attended meetings of the department's policy-making body but declared they were invited as observers only.

Adoption of Written Policy on Public Information

One state (Wisconsin) reported the existence of a written policy on public information before an information director was employed. The Virgin Islands adopted a written policy after 1965, and two additional states (North Carolina and Idaho) reported that written policies were being prepared.

Publication of External Magazine or Newsletter

Seven states reported that they published department magazines or external newsletters prior to creating an information office. Five states began publishing after the information office was established, and the remaining two states (Texas and Alabama) still did not publish external newsletters or department magazines as of June, 1968.

Publication of Internal Newsletter

None of these 14 states published an internal newsletter prior to 1965. By 1968, some 10 states published newsletters for internal distribution. Only four states (Alaska, Maryland, Missouri, and Idaho) in this group operated without the benefit of an internal publication.

Size of Information Office Staff

(States that created information offices after November, 1965)

STATE	Size of Staff
Alabama	Information Director
Alaska	Director of Information and Publications
Delaware	Information Director Assistant Information Director
Idaho	Information Director
Kansas	Information Director Assistant Information Director Staff Artist
Maryland	Information Director Publications Director
Minnesota	Director of Publications Staff Writer (2)
Missouri	Information Director
North Carolina	Information Director Publications Director Assistant Information Director Staff Writer Staff Artist Staff Photographer
South Dakota	Information Director
Texas	Information Director Staff Writer Television Consultant
Virgin Islands	Information Director Assistant Information Director Staff Photographer
Wisconsin	Information Director Staff Writer Staff Artist
Wyoming	Information Director

Professional Training and Experience

(States that created information offices after November, 1965)

1. The following states employed professionally qualified information directors when they created information offices after 1965:
   - Alabama
   - Delaware
   - Idaho
   - Kansas
   - Maryland
   - Minnesota
   - Missouri
   - North Carolina
   - South Dakota
   - Texas
   - Virgin Islands
   - Wisconsin

2. The following states employed information directors with no professional training or experience when they created their information offices after 1965:
   - Alaska
   - Wyoming

3. The following state replaced an inexperienced information director with professional qualified personnel between 1965 and 1968:
   - Wyoming

Salary or Salary Range of Information Directors

(States that created information offices after November, 1965)

STATE	Salary or Salary Range
Alabama	$ 8,600
Alaska	Not Indicated
Delaware	$10,500
Idaho	$ 9,840
Kansas	$ 7,920
Maryland	$14,000
Minnesota	$ 9,744 – $13,872
North Carolina	$10,500
South Dakota	$ 9,000
Texas	$12,000
Virgin Islands	$10,000
Wisconsin	$12,000 – $15,600
Wyoming	$ 8,460

Information Director's Position in Organizational Structure

(States that created information offices after November, 1965)

STATE	Title of Immediate Supervisor
Alabama	Director of Planning and Research
Alaska	Commissioner of Education
Delaware	State Superintendent
Idaho	State Superintendent
Kansas	Deputy State Superintendent
Maryland	Director, Finance and Administration
Minnesota	Assistant to the Commissioner
Missouri	Commissioner of Education
North Carolina	State Superintendent
South Dakota	State Superintendent
Texas	Assistant Commissioner for Planning
Virgin Islands	Commissioner of Education
Wisconsin	Assistant State Superintendent
Wyoming	State Superintendent

Involvement in Policy Decisions

(States that created information offices after November, 1965)

STATE	Member of Policy-Making Body
Alabama	No
Alaska	No (Attends meetings as observer only)
Delaware	Yes
Idaho	No
Kansas	No
Maryland	Yes
Minnesota	No (Attends meetings as observer only)
Missouri	No
North Carolina	Yes
South Dakota	No
Texas	No
Virgin Islands	Yes
Wisconsin	No
Wyoming	No

State Departments of Education with Written Policy on Public Information

(States that created information offices after November, 1965)

STATE	Adopted Written Policy Prior to November, 1965	Adopted Written Policy After November, 1965
Alabama	No	No
Alaska	No	No
Delaware	No	No
Idaho	No	In preparation
Kansas	No	No
Maryland	No	No
Minnesota	No	No
Missouri	No	No
North Carolina	No	In preparation
South Dakota	No	No
Texas	No	Yes
Virgin Islands	No	Yes
Wisconsin	Yes	Yes
Wyoming	No	No

State Departments of Education That Published Magazines or External Newsletters

(States that created information offices after November, 1965)

Published Prior to November, 1965	Began Publishing after November, 1965	Did Not Publish as of 1968
Idaho	Alaska	Alabama
Kansas	Delaware	Texas
Maryland	Minnesota	
North Carolina	Missouri	
South Dakota	Virgin Islands	
Wisconsin		
Wyoming		

State Departments of Education That Publish Internal Newsletter

(States that created information offices after November, 1965)

Published Prior to November, 1965	Began Publishing after November, 1965	Did Not Publish As of 1968
	Alabama	Alaska
	Delaware	Idaho
	Kansas	Maryland
	Minnesota	Missouri
	North Carolina	
	South Dakota	
	Texas	
	Virgin Islands	
	Wisconsin	
	Wyoming	

CONCLUSIONS

Obviously, the 50 states and five territories made considerable progress in strengthening their communications ability after Project Public Information was initiated in November, 1965. While not satisfied with the collective efforts of the 55 departments of education, the PPI staff recognized that the increasingly higher priority being assigned to information programs was tangible evidence that many educational administrators were for the first time sensitive to the need for improved communications with teachers, students, parents, legislators, and newsmen.

Even though several departments of education continued to believe that "no news is good news" and insisted that "education should be left to professional educators," an even larger number began to encourage and invite broader citizen participation through two-way communications.

When Project Public Information was launched, neither the U.S. Office of Education nor the seven sponsoring states expected every department of education to immediately improve its existing information program or initiate a new program during the two-and-a-half year life of this federally-funded program. It soon became apparent to the staff that in some states the best that could be hoped for during this abbreviated period would be a change of attitude among top-level administrators.

Project Public Information was created as a demonstration project in the area of education communications. It was expected to initiate and promote innovations in communications while providing professional consulting services to those state departments of education that needed and wanted it.

Upon reflection, Project Public Information's activities indicate that it probably enjoyed the most success in three areas: (1) information office staffing and training, (2) publications, and (3) student involvement.

Information Office Staffing

As this report indicates, the states that operated information offices prior to 1965 increased the size of their collective staffs by approximately 65 per cent; 14 other states created information offices and employed 30 new information specialists to initiate and develop their new programs. In many instances PPI not only encouraged the employment of new or additional information specialists, but helped recruit them. The national office and the area coordinators also were able to convince several chief state school officers that inexperienced and untrained information directors should be replaced by professionally-qualified personnel.

Publications

The influence that Project Public Information had on the appearance and content of publications prepared by state departments of education is undoubtedly one of its most rewarding accomplishments. A comparison of the publications prepared by these departments prior to 1965 with those published in 1968 clearly reflects improvement in appearance and content.

Through a series of five regional workshops, PPI brought publications directors and editors together with a team of publications experts who effectively demonstrated the principles and practices of good writing, editing, and design. Continuous consultation on publications was provided by the PPI staff. As noted earlier, 10 states began publishing department magazines and 19 states initiated internal newsletters after 1965. Many of these states were encouraged to begin their publications while representatives were attending these workshops; several others completely revamped the format, design, and content of their magazines and newsletters after attending PPI workshops and conferences.

Student Involvement

Project Public Information also initiated four pilot programs that gave school administrators, state department of education officials, and classroom teachers a new awareness of the need to involve students more actively in the education process. Nation-wide response to the Student Involvement program was enthusiastic, as measured by literally thousands of requests from individuals and school districts for the Student Involvement guidebook.

Other aspects of the Project's program are more difficult to assess. Some—such as conferences and seminars—met with immediate success, judging by evaluation surveys and letters received. But only time will tell if the PPI efforts in these areas will have a lasting impact. Other activities—such as the Santa Barbara Colloquium and the Hawaiian ethnic experiments—were by design meant to plant seeds for fruition in the future. By their very nature, then, they are hard to evaluate. Sometimes there were successes; sometimes there were failures. That is implicit in a project that has been commissioned to experiment and innovate. The best sources of evaluation, no doubt, are the persons whom the project was designed to assist. Two letters—one from a chief state school officer, the other from a state department public information officer, and both written near the termination of the project—give an overview of PPI's endeavors.

Mr. Harold Howe II
U. S. Commissioner of Education
Department of Health, Education
and Welfare
Office of Education
Washington, D.C. 20202

Dear Mr. Howe:

. . . Through dedicated efforts . . . Project Public Information has equipped many chief state school officers with a new awareness of the need to communicate with the public. Significant if not remarkable progress has been made in the seven-state area that I represent on the national board. When Project Public Information was initiated, five of the seven states in the Southeast Area operated with a one-man information office and two states had no professionally-trained information specialists. Now, all of these seven states have an information division, with Florida, Georgia, and South Carolina boasting a total of 12 qualified information specialists. Nationally, 47 of the 50 states now have someone assigned to specific responsibility of coordinating their departments' information programs.

Project Public Information also initiated a series of pilot programs involving students in educational communications and received . . . requests from school districts throughout the nation requesting assistance in establishing similar programs. Another innovative project was a pilot program to establish communications with sub-culture groups not normally reached by conventional methods. This project warrants further development. Another study by Project Public Information pointed up the lack of communications training and experience afforded prospective school administrators and resulted in an exceptionally successful conference for deans of schools of education and schools of journalism. Hopefully, more effort could be devoted to helping solve this problem.

In essence, many innovative communications programs were initiated by Project Public Information that probably will fragment and crumble without continued national direction. I strongly urge that some financial support be provided that will allow the continuation of this critically needed communications program. . . .

Sincerely,

Floyd T. Christian
Superintendent
Florida Department of
Education

Dr. R. Louis Bright
Associate Commissioner for Research
U. S. Office of Education
330 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Dr. Bright:

. . . As an information director who came into this job about the time PPI began, I want to say that PPI has been a tremendous success in my eyes and those of my staff.

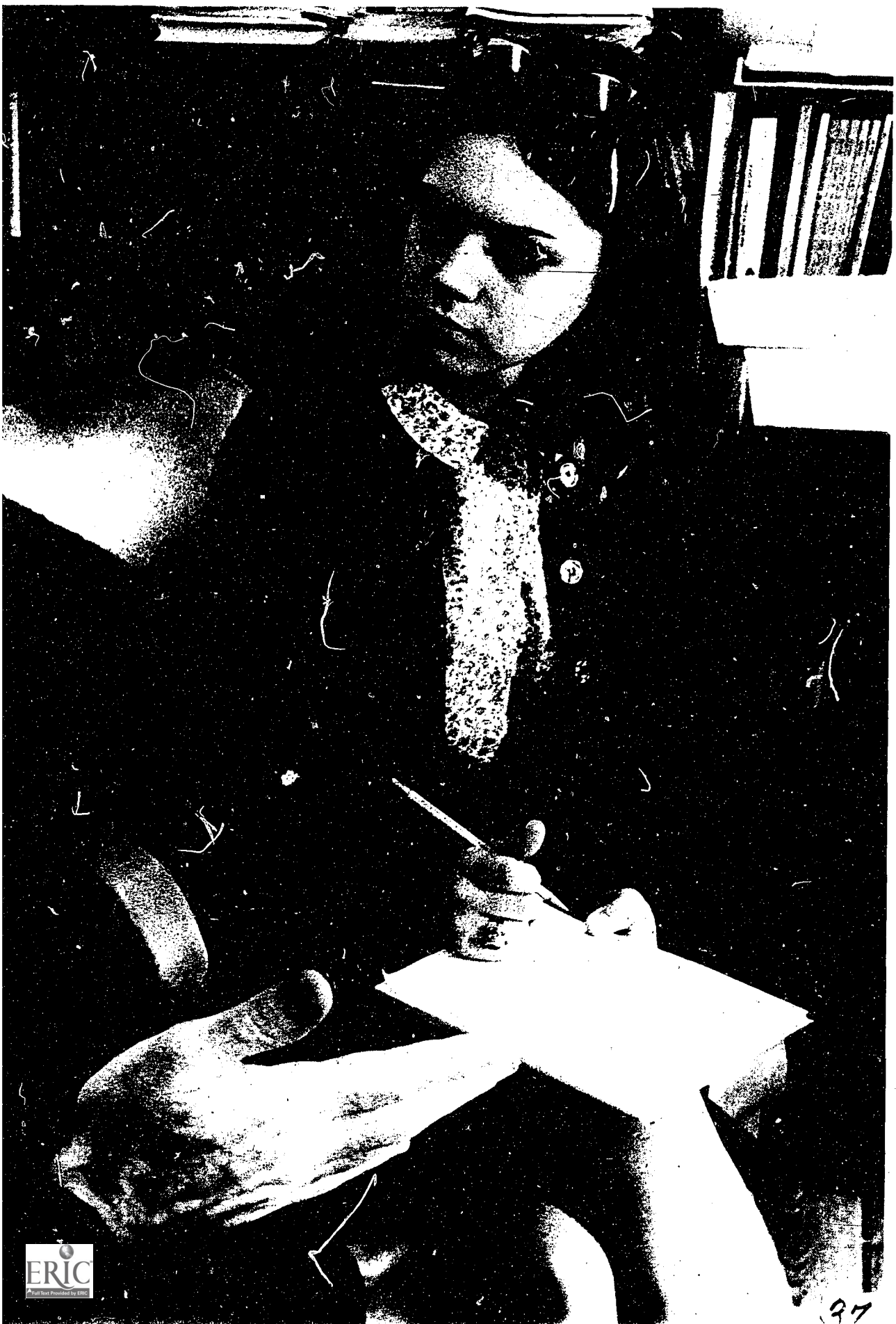
PPI brought together the information directors from all the states in this area for several very worthwhile workshops. PPI provided expert consultants to assist us in sharpening up our skills in the areas of publications editing, writing, design, photography, etc. The learning was invaluable. But most of all, the association with information personnel from other state departments in this southeastern area was the great benefit.

Before PPI each of us operated entirely separately. We now work on a first name basis; we exchange ideas and materials; we assist each other on special projects; we share common problems and common goals. . . .

I can only give praise to the people in PPI. If they made mistakes, they were most certainly honest ones. And after all, the name of the game under the Title V project was "research and evaluation." Finding out what is good through experimentation predictates that some things you try will not succeed.

Sincerely,

Jarrot A. Lindsey, Jr.
Director
Publications & Information
Services
Georgia Dept. of Education



Young reporter conducts interview with education leader following guidelines published in one of CPI's numerous handbooks.

Part IV: The Future

A Challenge to State Departments of Education To Continue the Work Begun by PPI

Project Public Information was meant to be an innovative agent, a primer for the state agencies. It is now up to the state departments of education themselves to carry forth efforts to improve communications about education in the United States. Needs for the future include:

A Comprehensive Information System

State departments should lead the way in setting up an extensive system for exchanging and disseminating information at all levels of education—from the U.S. Office of Education to the local school district. All too often expensive educational experimentation goes unnoticed or is unnecessarily duplicated because of an information breakdown. An efficient, systematic information network is needed to carry ideas, research results, and statistics from one end of the nation to the other. Such a system should not just concentrate on dissemination, however. The malaise of our time has more to do with public frustration at failing to get through to officials than with the decision-makers' failing to get through to various publics within society. For too long now, school public relations have been almost wholly concerned with one-way dissemination down to publics, or in most cases to what has erroneously been considered "the" public. Recent events should make it perfectly clear that schools are involved with a great variety of publics—students, teachers, parents, legislators, cultural groups—and that they do not necessarily all require the same information, let alone have identical needs and desires. Therefore, the informational network needs to have sophisticated provisions for measuring feedback as well as for disseminating information.

Services for Local School Districts

State departments of education should be assisting local school districts build their public information services. This calls for state leadership in setting up seminars, workshops, and other in-service programs for training local district personnel in public information work. The state agencies need to provide consultation services to local districts and could even lead the way in arranging talent pools to provide several local school districts in a given area with costly services on a cost-sharing basis. The intermediate school district concept can be utilized for providing such services as art work for publications, printing and reproduction, information retrieval, public opinion analysis, readership surveys, and content analysis.

Higher Education Training

Instructional offerings are still very sparse in school public information work. Most administrators have little appreciation of the role of public information in a democracy, let alone any concrete ideas for organizing or implementing an effective communications program. Few colleges offer training in school public relations work, and practically none have programs to train education reporters.

State departments of education should be encouraging colleges and universities in their areas to initiate courses and programs in educational communications. There is a need not only for offerings during the regular school year, but for

summer workshops and special seminars as well.

Urban Orientation

State departments of education need to build programs that will relate more realistically to urban problems and issues. Too often they fail to provide leadership for city school systems. This means developing new and effective communications programs to deal with the growing ghetto problem, the inner-city school, and racial tensions.

Involving Minorities

Economically-disenfranchised minorities are looking more and more to education as an escape mechanism from their plight. But many times the school system fails to relate to their world. School officials will have to devise ways of communicating with these publics. Otherwise communication, and the sense of community that sustains communication, are apt to break down completely. More research and experimentation need to be done to uncover effective ways of building understanding and a sense of community between the school establishment and the various minority publics.

Student Involvement

All indicators predict that student activism will continue in the foreseeable future, thus underlining the need for building lines of communication and basic understanding between schools and the students they serve. The initial work begun by PPI to genuinely involve students in the educational process needs to be refined and expanded. State departments of education should lead local districts in exploring and devising better ways of telling students how their schools operate, and involving them in a grand design to make American education more timely and relevant.

Handling Increasing Militancy

In almost every area, indicators show that school systems are going to be faced by growing militancy. This means new ways are going to have to be devised for building avenues of communication with potentially militant groups if schools are to remain operable. Methods are needed for building understanding and sympathy for one another's problems. Teachers, students, racial groups, even administrators seem to be turning more to strikes and boycotts rather than rational methods of settling differences. If the concerns of these various groups can be discerned and the school establishment can communicate its concern, then perhaps crippling militancy can be avoided.

When problems do arise--as they are sure to—then effective communication methods will be needed to help keep critical situations from growing worse or turning into violence.

Synthesizing Agent

In the final analysis, the future will demand that the public information officer become even more of a synthesizing agent for society. With ever-increasing amounts of knowledge and educators tending to become more and more specialized in their language, as well as their interests, the communications expert can help bridge the gap between the education expert and the layman. To do this he will need to sharpen his skills for condensing, organizing, and simplifying the maze of information that emanates from America's educational system. The challenge is for the state departments of education to play a leadership role in helping bring this all about. If that can happen, then the work of Project Public Information will be fulfilled.

This is a demonstration publication of Project Public Information, a national organization desi. d to strengthen public information programs and services in state departments of education. The project is funded under Title V of the 1965 Elementary and Secondary Education Act through the U.S. Office of Education, and is administered through the Wisconsin Department of Public Instruction. The PPI Board of Directors is comprised of chief state school officers of Colorado, Florida, Hawaii, New York, Washington, West Virginia, and Wisconsin.